

A study on Social Intelligence in Relation to Scholastic Achievement of Student Teachers of B.Ed. and TTI

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Abstract:

These are difficult times for educators who believe that learning is worth pursuing for its own sake and that the chief purpose of school is the nurturing of students as whole human beings. Higher test scores seem to be the order of the day. The adventure of learning, the wonder of nature and culture, the richness of human experience, and the delight in acquiring new abilities all seem to have been abandoned or severely curtailed in the classroom in this drive to meet quotas, deadlines, benchmarks, mandates, and targets. This study makes an attempt to find the effect of social intelligence on scholastic achievement.

Key words: Social Intelligence, Scholastic Achievement, Student Teachers of B.Ed. Colleges, Student Teachers of Teachers-Training Institutes.

Introduction

“Education is nothing but a cumulative effect of the external impact of environment. This impact brings about change and

betterment in the conduct, habit and behaviour of the subject” says G.S. Thompson. Many people find themselves experiencing failure in life because they do not possess social intelligence. In general, abstract intelligence and social intelligence keep pace with each other and function together. Education and psychology are established on scientific methodology. The uniformity of nature is a reasonable assumption in the world of physical objects and their characteristics, but in the area of social behaviour assumptions are not warranted. Human nature is much more complex than the sum of its many elements. Because human nature is so complex, researches on human subjects have numerous problems.

Social intelligence

Social intelligence refers to the ability to adjust and to adapt with the people. It is the capacity to behave effectively in social situations. Socially intelligent persons may establish friendship easily with other people and also quickly understand social relations.

Social intelligence concerns the social ‘you’, it involves

- Understanding others,
- Social Competence,
- Relationship know-how.

The person who is able to deal effectively with the people and maintain good social situation possess more social intelligence. These people make friendship easily and understand human relations. The people like salesman, diplomat and politician, etc..., belong to this category.

Scholastic Achievement

The “*Scholastic Achievement*” refers to the gains acquired by the pupils as a result of education on educational institutions. The scholastic achievement level of the students is judged by marks that the students have scored in tests and examinations.

Verbal and numerical ability of an individual is referred

to as one scholastic achievement. Thus, achievement in the subjects, which is the total achievements, is called scholastic achievement.

One of the chief defects of the present system of education is that the talents of the individuals are not being appropriately harnessed. It is unusual to find out pupils who know enough about themselves, to plan their life that fits them best. They fail to realize the fact that low ability combined with high ambitions generally leads to inappropriate choices. High ability coupled with low level of inspiration creates equally serious problems. Hence this research study is done with a benevolent attitude of creating awareness among student, teachers to evaluate themselves and also to bring into lime light the need for the research study "*A study on Social Intelligence in Relation to Scholastic Achievement of Student Teachers of B.Ed. and TTI*".

No two persons are alike in feelings and emotions. People are completely consistent from one moment to another. Our apparent inability to solve various social problems raises the spectre of disadvantages. There is great concern that the upcoming pedagogical community do not equip themselves with the requisite level of intelligence and achievement. Hence the research is focused on this topic.

Objectives of the Study:

1. To find out the Social Characters and academic achievement of student teachers in TTI and B.Ed.
2. To find out the difference between Men and Women student Teachers in T.T.I and B.Ed.
3. To find the relationship between Social Intelligence and academic achievement of student teachers in TTI and B.Ed.
4. To structure the profiles of men and women for Social Intelligence and academic achievement of student

teachers in TTI and B.Ed.

Hypotheses:

1. There will be significant difference in Social Characters and Academic achievement of student's teachers in TTI and B.Ed.
2. There will be significant difference between men and women in Social Characters and Academic achievement of student teachers in TTI and B.Ed.
3. There will be significant positive relationship (Low / Substantial / High) between Social Characters and Academic achievement of student teachers in TTI and B.Ed.
4. Men and Women differ significantly in terms of Social Characters and Academic achievement of student teachers in TTI and B.Ed.

Methodology:

Method: In the present study Normative Survey method of investigation was employed.

Sample: For the purpose of the study a sample of 200 Student teachers were selected in Chengalpattu.

Tool: Social intelligence scale was administrated by the investigators.

Social Characters Scale

To study the Social Characters there are eight dimensions. They are:

1. Patience
2. Cooperativeness
3. Confidence
4. Sensitivity
5. Recognition of Social Environment
6. Tact Fullness

7. Sense of Humour

8. Memory.

The eight dimensions are essentially independent that is to say the correlation between one and another is usually quite small. This tool was administered to 100 student teachers in TTI and 100 student teachers in B.Ed. The filled in proforma was collected and scored in Case of Positive items, the scoring was 3, 2, and 1.

Statistics used:

1. 'T' Test to find out the significance of difference between means of sex in TTI and B.Ed.
2. Correlation – to find the relationship between Social Intelligence and correlates of Academic achievements.
3. Stanine- to draw the profiles showing the relationship between sex in TTI and B.Ed. student teachers.

Analysis and interpretation of data:

Hypothesis – 1: There will be significant difference in Social Characters and Academic achievement of student teachers in TTI and B.Ed.

S. No	Variables	Sex	Mean	SD	t'	Level of Significance
1.	AA	Men	468.08	63.98	3.99	0.001
		Women	408.92	76.45		
2.	A	Men	20.76	2.50	1.46	NS
		Women	21.40	2.41		
3.	B	Men	27.56	2.42	3.78	0.001
		Women	28.98	1.61		
4.	C	Men	20.80	2.28	2.08	0.05
		Women	21.66	1.64		
5.	D	Men	22.10	2.29	0.38	NS
		Women	22.28	2.59		
6.	E	Men	0.72	0.78	1.31	NS
		Women	0.94	0.96		
7.	F	Men	4.28	1.07	0.00	NS
		Women	4.28	1.28		
8.	G	Men	3.50	1.22	2.08	0.05

		Women	4.12	1.73		
9.	H	Men	1.90	1.34	1.12	NS
		Women	2.34	2.28		
10.	Social Intelligence	Men	101.32	7.77	2.98	0.01
		Women	106.46	9.27		

Table 1. Men vs. Women (TTI)

*AA - Academic Achievement

*A - Patience

*B - Cooperativeness

*C - Confidence

*D - Sensitivity

*E - Recognition of Social Environment

*F - Tactfulness

*G - Sense of Humour

*H - Memory

From the above table (1.1) it is inferred that there is significance difference between MEN and WOMEN in TTI in the Academic Achievement and Social Intelligence factor of Confidence and sense of Humors are at 0.05 level of significance. Social significance is at 0.01 level of significance.

There is no significance difference between men and women of TTI Patience, Sensitivity, Recognition of Social Environment Tactfulness and Memory.

S. No	Variables	Sex	Mean	SD	't'	Level of Significance
1.	AA	Men	442.76	66.52	0.72	NS
		Women	452.20	80.79		
2.	A	Men	21.32	1.95	0.42	NS
		Women	21.48	1.99		
3.	B	Men	28.76	1.71	0.69	NS
		Women	29.02	2.05		
4.	C	Men	22.04	1.43	2.10	0.05
		Women	21.46	1.34		
5.	D	Men	22.96	2.09	2.18	0.05
		Women	22.08	2.04		
6.	E	Men	0.56	0.64	1.09	NS
		Women	0.70	0.68		
7.	F	Men	4.68	1.25	1.05	NS
		Women	4.40	1.26		
8.	G	Men	4.06	1.32	2.23	0.05

		Women	3.44	1.46		
9.	H	Men	2.48	1.71	0.81	NS
		Women	2.20	1.56		
10.	Social Intelligence	Men	106.88	5.34	2.21	0.05
		Women	104.30	5.79		

Table 1.2 Men vs. Women (B.Ed.)

From the above table it is evident that there is no significant difference between Men and Women (B.Ed.) in the Academic Achievement and Social Intelligence the Confidence, Sensitivity, Sense of Humour and Grand Total are at 0.05 level of significance.

There is no significance difference between Men and Women in B.Ed. student teachers in Academic Achievement, Patience, Co-cooperativeness, Recognition of Social Environment, Tactfulness and Memory.

There will be significant difference in Academic Achievement and Social Intelligence in TTI and B.Ed. student teachers. Based on the analysis of relevant data (Table 1.1 and 1.2) the following inferences are drawn.

S. No.	Variables	Men Vs Women (TTI)			Men Vs Women (B.Ed.)		
		HO	HR	SUP	HO	HR	SUP
1.	AA	R	A	TTI Women	A	R	---
2.	A	A	R	---	A	R	---
3.	B	R	A	TTI Men	A	R	---
4.	C	R	A	TTI Men	R	A	B.Ed. Men
5.	D	A	R	---	R	A	B.Ed. Men
6.	E	A	R	---	A	R	---
7.	F	A	R	---	A	R	---
8.	G	R	A	TTI Women	R	A	B.Ed. Women
9.	H	A	R	---	A	R	---
10.	Social Intelligence	R	A	TTI Women	R	A	B.Ed. Women

*HO - Null hypothesis

*HR - Research hypothesis

*M - Men

*W - Women

*R - Rejected

*SUP - Superior

*A - Accepted

The following Table furnishes the Academic Achievement and Social Intelligence in TTI and B.Ed. Men student teachers.

S. No	Variables	Sex	Mean	SD	t'	Level of Significance
1.	AA	TTI B.Ed.,	468.08 442.76	63.98 66.52	1.91	NS
2.	A	TTI B.Ed.,	20.76 21.32	2.50 1.95	1.30	NS
3.	B	TTI B.Ed.,	27.56 28.76	2.42 1.71	2.85	0.01
4.	C	TTI B.Ed.,	20.80 22.04	2.28 1.43	3.02	0.01
5.	D	TTI B.Ed.,	22.10 22.96	2.29 2.09	2.13	0.05
6.	E	TTI B.Ed.,	0.72 0.56	0.78 0.64	1.11	NS
7.	F	TTI B.Ed.,	4.28 4.68	1.07 1.25	1.60	NS
8.	G	TTI B.Ed.,	3.50 4.06	1.22 1.32	2.32	0.05
9.	H	TTI B.Ed.,	1.90 2.48	1.34 1.71	1.93	NS
10.	Social Intelligence	TTI B.Ed.	101.32 106.88	7.77 5.34	4.33	0.001

Table 1.3

The above table reveals the following inference. There is a significant difference between TTI and B.Ed. Men in Academic Achievement and Social Intelligence at 0.001 level of significance, sensitivity and Sense of Humour at 0.05 level of sign. There is no significance difference between TTI and B.Ed. men in Academic Achievement and Social Intelligence of Patience, recognition of Social environment, Tactfulness and Memory.

S. No	Variables	Sex	Mean	SD	t'	Level of
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						Significance
1.	AA	TTI B.Ed.,	408.92 452.20	76.45 80.79	2.54	0.05
2.	A	TTI B.Ed.,	21.40 21.48	2.41 1.99	0.16	NS
3.	B	TTI B.Ed.,	28.98 29.02	1.61 2.05	0.10	NS
4.	C	TTI B.Ed.,	21.66 21.46	1.64 1.34	0.74	NS
5.	D	TTI B.Ed.,	22.28 22.08	2.59 2.04	0.39	NS
6.	E	TTI B.Ed.,	0.94 0.70	0.96 0.68	1.33	NS
7.	F	TTI B.Ed.,	4.28 4.40	1.28 1.26	0.48	NS
8.	G	TTI B.Ed.,	4.12 3.44	1.73 1.46	1.99	0.05
9.	H	TTI B.Ed.,	2.34 2.20	2.28 1.56	0.38	NS
10.	Social Intelligence	TTI B.Ed.,	106.46 104.30	9.27 5.79	1.37	NS

Table 1.4

There is a significance difference between TTI and B.Ed. women in Academic Achievement and Social Intelligence in the factors of Academic Achievement and Sense of Humour. There is no significance difference between Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Memory and Grand Total.

There will be significant difference in Academic Achievement and Social Intelligence in student teachers in TTI and B.Ed. Based on the analysis of relevant data (Table 1.3 and 1.4) are the following inferences are drawn.

S. No.	Variables	TTI Vs B.Ed. (MEN)			TTI Vs B.Ed. (WOMEN)		
		HO	HR	SUPERIOR	HO	HR	SUPERIOR
	AA	R	R	---	R	A	B.Ed. Women
	A	A	R	---	A	R	---
	B	R	A	TTI Men	A	R	---
	C	R	A	TTI Men	A	R	---

	D	R	A	TTI Men	A	R	---
	E	A	R	---	A	R	---
	F	A	R	---	A	R	---
	G	R	A	B.Ed. Men	R	A	TTI Women
	H	A	R	---	A	R	---
	Social Intelligence	R	A	TTI Men	A	R	---

*HO - Null Hypothesis

*HR - Research Hypothesis

*A - Accepted

*B - Rejected

1. There is significance difference between Men and Women in TTI in the Academic Achievement and Social Intelligence factor of Confidence and Sense of Humour at 0.05 level of significance. Grand Total is at 0.01 level of significance.
2. There is no significance difference between Men and Women of TTI in the Academic Achievement and Social Intelligence factor of Patience, Sensitivity, Recognition of Social Environment, Tactfulness and Memory.
3. There is significance difference between Men and Women in B.Ed. in the Academic Achievement and Social Intelligence factor of Confidence and Social Intelligence factor of Confidence, Sensitivity, Sense of Humour and Grand Total at 0.05 level of significance.
4. There is no significance difference between Men and Women in B.Ed. student teacher in academic achievement, Patience, Cooperativeness Recondition of Social Environment, Tactfulness and Memory.
5. There is a significant difference between TTI and B.Ed. Men in Academic Achievement and Social Intelligence in the factors of Grand Total is at 0.001 level of significance, Sensitivity and Sense of Humour at 0.05 level of significance, Cooperativeness and Confidence at 0.01 level of significance.

6. There is no significance difference between TTI and B.Ed. Men in Academic Achievement and Social Intelligence factors of academic achievement, Patience, Recognition of Social environment, Tactfulness and Memory.
7. There is a significance difference between TTI and B.Ed. women in Academic Achievement and Social Intelligence in the factors of Academic Achievement and Sense of Humour.
8. There is no significance difference between Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Memory and Grand Total.
9. There is significance between the Academic Achievement and Social Intelligence, Academic Achievement at 0.05 level of significance.
10. There is significance difference between the Academic Achievement and Social Intelligence; Cooperativeness is at 0.01 level of significance in men student Teachers.
11. There is no significance difference between Social Intelligence factors of Patience, Confidence, Sensitivity, Recognition of Social Environment, and Tact fullness, Sense of Humour, Memory and Grand Total.
12. From the data it is clearly proved that women student teachers are more efficient Academic Achievement than men student teachers. So they are less Social Intelligence.

S. No.	Stanine	% of Score
1.	4	4
2.	7	1
3.	12	23
4.	17	40
5.	20	60
6.	17	77

Stanine Scale – Criterion Variable and Predictors

STANNINE SCALE	% OF SCORES	C % FOR 100	C % FOR 200	AA	A	B	C	D	E	F	G	H	TOT
	4	4	8	312	17	24	18	18	0	2	1	0	89
	7	11	22	357	19	26	19	20	0	3	2	1	95
	12	23	46	382	19	27	20	21	0	3	3	1	99
	17	40	80	409	21	28	21	22	0	4	3	1	103
	20	60	120	470	22	29	22	23	1	5	4	2	107
	17	77	154	513	23	30	23	24	1	5	5	3	110
	12	89	178	543	24	31	23	25	2	6	6	4	112
	7	96	192	562	24	31	23	26	2	6	6	6	119
	4	100	200	575	24	32	29	29	3	7	7	9	127

Stanine – Raw Score Conversion Table

Scores under test columns indicate the ceiling score corresponding to the stanine concerned.

S.No.	Predictors	MEN		WOMEN	
		Mean	Stanine	Mean	Stanine
1.	AA	468.08	5	408.92	4
2.	A	20.76	4	210.40	4
3.	B	27.56	4	28.98	5
4.	C	20.80	4	21.66	5
5.	D	22.10	4	22.28	4
6.	E	0.72	5	0.94	5
7.	F	4.28	4	4.28	4
8.	G	3.50	4	4.12	4
9.	H	1.90	5	2.34	5
10.	Social Intelligence	101.32	4	106.46	5

Mean Scores and their corresponding stanine values

Men vs. Women (TTI)

S.No.	Predictors	MEN		WOMEN	
		Mean	Stanine	Mean	Stanine
1.	AA	442.76	4	452.20	4
2.	A	21.32	4	21.48	4
3.	B	28.76	5	29.02	5
4.	C	22.04	5	21.46	4
5.	D	22.96	5	22.08	4
6.	E	0.56	5	0.70	5
7.	F	4.68	5	4.40	4
8.	G	4.06	5	3.44	4
9.	H	2.48	5	2.20	5
10.	Social Intelligence	106.88	5	104.30	4

Mean Scores and their corresponding stanine values

Men vs. Women (B.Ed.)

Findings and Summary

Both Men and Women student Teachers of TTI, there is a difference between Academic Achievement, Cooperativeness, Confidence and Total. The Men Student teachers have higher level of Academic Achievement, Recognition of Social Environment and Memory.

The student teachers have lower level of Patience, Cooperativeness, Confidence, Sensitivity, Tactfulness, Sense of Humour and Total.

The women student teachers have higher level of Cooperativeness, Confidence Recognition of Social Environment, Memory and Total and lower level of Academic achievement, Patience, Sensitivity, Tactfulness and Sense of Humour.

There is no difference between Men and Women student Teachers in TTI and Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour and Memory.

Both men and women student Teachers of B.Ed. there is a difference between the Confidence, Sensitivity, Tactfulness, Sense of Humour and Total.

The Men Student Teachers have higher level of Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness and Sense of Humour Memory and Total and lower level in Academic Achievement, Patience.

The women student teachers have higher level in Cooperativeness, Recognition of Social Environment and Memory and lower level in Academic Achievement, Patience, Confidence, Sensitivity, Tactfulness, Sense of Humour and Total. There is no difference between Men and Women student teachers in Academic Achievement, Patience, Cooperativeness, Recognition of Social Environment and Memory.

Both TTI and B.Ed. student Teachers of Men there is a difference between the Academic Achievement, Cooperativeness, Confidence, Sensitivity, Tactfulness and Total.

The TTI Men student Teachers have higher level of Academic Achievement, Recognition of Social Environment, Sense of Humour and Memory, lower level of Patience, Cooperativeness, Confidence, Sensitivity, Tactfulness and Total.

The B.Ed. Men student Teachers have higher level of Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour, Memory and Total lower level in Academic Achievement and Patience. There is no difference between TTI and B.Ed. Men Student Teachers in Patience, Recognition of Social Environment, Sense of Humour and Memory.

Conclusion

The Women Student Teachers have higher level of Cooperativeness, Confidence, Recognition of Social Environment, Sense of Humour and Memory, Patience, Sensitivity, Tactfulness. There is no difference between Men and Women Student Teachers in Academic Achievement, Patience, Recognition of Social Environment, Tactfulness Sense of Humour, Memory and Total. Education consists of leading man, as a thinking intelligent being, growing into self-consciousness to a pure and conscious and free representation of the inner law of Divine unity and in teaching him ways and means there to.

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